U.S. Department of Education

September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mrs. Judith J. Brueggeman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Harris – Lake Park Elementary School
(As it should appear in the official records)

School Mailing Address 121 Park Avenue
(If address is P.O. Box, also include street address)

Harris Iowa 51345-0020
City State Zip Code+4 (9 digits total)

Tel. (712) 349 - 2340 Fax (712) 349 - 2340

Website/URL http://www.harris-lp.k12.ia.us E-mail jbrueggeman@harris-lp.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent* Mr. Tim Christensen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harris-Lake Park Community School District Tel. (712) 832-3640

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Gary Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 1 Elementary schools
   - 1 Middle schools
   - _____ Junior high schools
   - 1 High schools
   - _____ Other (Briefly explain)
   - 3 TOTAL

2. District Per Pupil Expenditure: $6,809

   Average State Per Pupil Expenditure: $6,362

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. 24 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	11	11	**22**		**7**			
1	6	13	**19**		**8**			
2	7	16	**23**		**9**			
3	12	8	**20**		**10**			
4	12	11	**23**		**11**			
5	11	11	**22**		**12**			
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						129

6. Racial/ethnic composition of the students in the school:

96.9 % White
_____% Black or African American
1.55 % Hispanic or Latino
1.55 % Asian/Pacific Islander
_____% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 9.677 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	4
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	124
(5)	Subtotal in row (3) divided by total in row (4)	.09677
(6)	Amount in row (5) multiplied by 100	9.677

8. Limited English Proficient students in the school: 1.6 %
2 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 31 %

40 Total Number Students Who Qualify

10. Students receiving special education services: 10 %
13 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	13 Specific Learning Disability
____Hearing Impairment	___Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	6	
Special resource teachers/specialists	1	6
Paraprofessionals	4	
Support staff	3	
Total number	15	6

12. Average school student-"classroom teacher" ratio: 21:1

13. Show the attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.23%	96.69%	96.37%	96.51%	96.83%
Daily teacher attendance	98.19%	97.64%	96.16%	97.89%	94.52%
Teacher turnover rate	0%	27.78%	11.11%	11.11%	27.78%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

The Harris – Lake Park School District is a rural school district in northwest Iowa, comprised of the communities of Lake Park (population 1023), Harris (population 200), and the surrounding rural areas. The student population is from low to middle-income families. The Harris – Lake Park Elementary School is a K-5 building located in Harris. Thirty-one percent (31%) of the families are low socio-economic. Eighty-nine percent (89%) of the students have both or their only parent working, and sixty-seven percent (67%) of the students are identified as at-risk students. Only twenty-five percent (25%) of the students have computers at home. The instructional challenge in our district is in providing an education with little support from home, both in resources and in parental time to work with their children.

The Mission of the Harris – Lake Park Community Schools is to provide an environment for ALL students to learn and develop to their maximum potential – mentally, socially, emotionally, and physically – so they become lifetime learners and active citizens in our communities. The Harris – Lake Park Elementary Motto is "Striving for Excellence." The Elementary Goals for this year are to

- •Review the alignment of our educational offerings to the content standards and assessments so the students receive a comprehensive academic experience and preparation.
- •Provide a self-paced technological learning environment to enrich reading, math, and science skills.
- •Promote growth, respect, responsibility, and resourcefulness.

School climate is the combination of those qualities of a school that affect the attitudes, behavior, and achievement of the people involved in the school. Developing a positive school climate begins with the staff articulating the high expectations they have for student behavior and learning. The Harris – Lake Park Elementary School provides an environment for high academic standards and the support necessary for each child to achieve them. We believe all students can behave at school and have a responsibility to behave in a manner that will not prevent teachers from teaching or students from learning, or violate the best interest of any individual in the school community. In order to achieve our beliefs, the staff works together to establish a systematic plan for behavior with known rules and consequences. The Harris – Lake Park Elementary School is a safe, positive environment in which students feel comfortable in their learning center. Discipline is not a concern at the Harris – Lake Park Elementary School, as this program has yielded remarkable results in eliminating misbehavior and increasing time on task.

Our greatest natural resource is the minds of our children, and it is crucial that we develop each child to their potential. Our curriculum is clearly defined and standards based, and the teachers have the tools necessary to teach each child. We work together as a team, involving students, teachers, and parents, in developing and implementing a developmentally appropriate curriculum. The staff analyzes student achievement results and assessments to determine strengths and weaknesses and determine strategies for correcting weaknesses. Teachers do not wait for a one time high stakes test to learn if their students are progressing appropriately. Technology and instructional software provide immediate feedback on student progress that aids the teachers in monitoring and adjusting each child's education.

Parents are encouraged to visit school any time or volunteer in the classroom, but this has become increasingly more difficult, as 89% of the parents are working outside the home. Senior citizens are our volunteers and they provide more than special assistance to the students. Very special relationships develop between the senior citizens and the students, adding to the students' self-concept and the senior citizens' self esteem. Together we strive for excellence and work to improve our school!

We are honored by the State of Iowa's nomination for the prestigious No Child Left Behind – Blue Ribbon Schools Award.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school's assessment results in reading and mathematics

The Harris –Lake Park Elementary School uses the Iowa Tests of Basic Skills to assess the core standards in reading and mathematics, and report to the Iowa Department of Education the number of students in each level. The results are presented as the percent of students scoring in each performance level. The following describe the three levels of performance in reading and math:

Iowa Tests of Basic Skills 4th Grade Reading Performance Levels and Descriptors:

•Partially Proficient (1 – 40%) – Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either nonliteral language or information in new contexts. Rarely can determine a selection's main idea or analyze its style and structure.

•Proficient (41-89%) – Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main ideas and analyze its style and structure.

•Advanced (90 – 99%) – Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language or information in new contexts, and can determine a selection's main ideas and analyze its style and structure.

Iowa Tests of Basic Skills 4th Grade Math Total Performance Levels and Descriptors:

•Partially Proficient (1 – 40%) – Sometimes can understand math concepts but seldom is able to solve word problems. Rarely is able to use estimation methods or interpret data from graphs or tables.

•Proficient (41-89%) – Usually can understand math concepts and solve word problems. Sometimes is able to use estimation methods and usually can interpret data from graphs and tables.

•Advanced (90 – 99%) – Understands math concepts, solves word problems, and often is able to use estimation methods. Can interpret data from graphs and tables.

We establish content standards, which means identifying the skills, knowledge, and abilities in reading and math that the school district believes should be the focus of instruction and student learning at that grade level. We use the Iowa Tests of Basic Skills to determine the extent the students are achieving the content standards.

All students participate in the testing and no groups were excluded. A student must meet the state's full academic year of attendance requirement to be included in the reported results. The testing results are disaggregated for subgroup results but only subgroups with more than 10 students are reported out. Therefore, gender is the only subgroup reported out. There is little disparity between our subgroups.

Harris – Lake Park Elementary has improved significantly in math and reading achievement. The last three years have resulted in zero or one student partially proficient in reading or math. The goal of 100% proficiency is a reality that we must strive to maintain.

2. The use of assessment data to understand and improve student and school performance.

The primary purpose of assessment at Harris – Lake Park Elementary is to gather data to drive instruction. Assessment is a daily activity that begins with what children know. The teachers use multiple sources of data as diagnostic tools to continually inform teaching decisions. The teachers check for understanding as they present the lesson, and they systematically assess the students' strengths and weaknesses as they

analyze student performance and assessments.

John's Basic Reading Inventory provides a performance assessment of the students' reading fluency and comprehension. All students are assessed three times per year, and teachers use this information to support daily instructional decisions.

Technology has simplified this process by providing immediate results about what the child knows and can do. All of the students spend 30 minutes a day working with an integrated learning system, SuccessMaker™. The software offers numerous assessment tools that provide measurable evidence of student reading and math progress, provide record-keeping systems that would normally take hours to complete, and even provide motivation to keep the students on task in their learning. The various reports provide the teachers the data to give the appropriate remediation. Accelerated Reader™ and S.T.A.R.™ are reading software programs, based on scientifically proven research, which provide accurate, ongoing assessments and evaluation tools for monitoring student growth. Accelerated Reader™ provides teachers with an effective way to monitor all forms of reading practice on a daily basis. S.T.A.R.™ is designed to help teachers quickly determine a student's instructional reading level and monitor student reading growth. The technology is an efficient way to check student growth weekly.

The goal of this systematic assessment plan is student achievement, which ultimately needs to be demonstrated on the Iowa Tests of Basic Skills.

3. **How the school communicates student performance to parents, students, and the community.**

It is important to build a strong community – school relationship and communication is the key. To build parent interest in school, an open house is held at the beginning of the year. This positive interaction helps to build relationships with open communication regarding the student. Parent – Teacher Conferences are held twice a year to review student achievement and discuss progress. Iowa Tests of Basic skills are reviewed with the parents at the spring conference. Conference attendance averages 99% by scheduling conferences to accommodate the parents,' whether before or after school, early or late. Parents receive quarterly report cards and mid-term progress reports, which include an individual Student Reading Plan. The Student Reading Plan includes Iowa Tests of Basic Skills results, the SuccessMaker™ grade equivalence, Accelerated Reader™ reading comprehension, reading level, and individual goals. Multiple assessments provide the best possibility for valid and reliable information. Parent meetings held during the school year explain this information and share reading strategies that can be used at home. Students showcase their learning in concerts and an Elementary Extravaganza each spring. The school results are shared with the Building and District Advisory Committees and the School Board. They are published in the monthly newsletter that is sent to all patrons in the district. The school results are published in the District Annual Progress Report that is shared with the community, the Area Education Agency, and the Department of Education.

4. How the school will share its successes with other schools.

The Harris – Lake Park Elementary has a tradition of sharing programs and successful practices. Monthly newsletters highlighting what is happening at school and important issues are mailed to all patrons of the district and area media. We have a monthly radio spot where we showcase our programs and successes. Involvement in professional organizations has led to invitations to present at state conferences, such as the Iowa School Board Association, the Iowa FINE Conference, School Administrators of Iowa, and State Reading Conference. We have also had many school districts across the state invite us to share our programs at their districts, as well as visit our district to see the programs first hand. We are invited to share with area colleges' teacher preparation programs and classes. We will continue to share our successes by contacting local media for coverage, making presentations at conferences, principal

meetings, school districts, and colleges, and sharing with other educators. Our aim is to share effective strategies and programs and what works with our students, so we can help to support all students.

PART V – CURRICULUM AND INSTRUCTION

1. **The school's curriculum.**

The Harris – Lake Park Elementary offers a comprehensive elementary curriculum that includes language arts (reading, phonics, spelling, library skills, grammar, writing), mathematics, science, social studies, music, art, and physical education. The curriculum is built on quality standards and benchmarks that are aligned with the assessments. Support is provided to meet individual students needs through the Talented and Gifted, Special Education, Title 1, and volunteer programs. Teachers collaborate with each other to develop strategies for serving our students and communicate on progress of individual students. All staff members are working together to insure each individual student receives instruction that best fits their needs and learning styles. Technology is integrated throughout the curriculum.

Reading: A solid foundation for reading is built in kindergarten and the primary grades with a strong concentration on phonemic awareness and phonics. The reading program stresses student achievement through individual goal setting. Accelerated Reader™ plays a big part in our curriculum utilizing each student's own Zone of Proximal Development to ensure success. We also employ reading tools such as SuccessMaker™, S.T.A.R.™, read alouds, peer reading, and the Scholastic series to track and encourage student progress.
Math: The math curriculum uses a systematic, practical hands-on approach to develop mathematics concepts and skills. Math concepts are infused into real-life and everyday situations, such as utilization of the Everyday Math program and individual units on topics such as how to maintain a checkbook. Strategies such as peer-tutoring, small group learning and technology assist in motivating students and measuring their progress.
Language Arts: Language Arts is taught in relationship to the reading curriculum. Students demonstrate and recognize language arts concepts in their reading and written assignments. Maintenance of language arts skills is reinforced daily through the utilization of the Daily Oral Language program.
Science: The science curriculum, Full Option Science System (FOSS™), integrates a hands-on, inquiry, and problem-solving approach to science. The students learn important scientific concepts and develop the ability to actively construct ideas through their own inquiries, investigations, and analyses. FOSS™ engages students in these processes as they explore the world using the scientific method. On-line resources, software, and multi-media technologies are integrated into the science curriculum.
Social Studies: Students actively participate in social studies as they develop the skills necessary to become involved, informed, and responsible citizens. The students take part in group and individual projects through such activities as written reports, presentations, state reports, and subject related games.
Music: The music curriculum is conceptually-based focusing on achieving knowledge and skills in the six major areas of music: Melody, Rhythm, Harmony, Form, Tone Color, and Expression. It focuses on the acquisition of musical skills, such as singing, playing instruments, moving to music, critical listening, and creating music.
Art: The art program focuses on exposing students to a rich and wide variety of materials and techniques as well as making connections to other subject areas and personal influences. Historical and cultural influences are explored and personal expression is the ultimate goal.
Technology: Technology is the thread that connects all facets of Harris-Lake Park's school improvement efforts. It is incorporated into all curriculum areas to support student learning and to improve student achievement. Teachers monitor and assess student achievement with technology, which provides immediate feedback concerning student learning and simplifies the analysis of student achievement data.

Effective teachers are the key to student success. They expect all students to learn and are committed to helping students meet the high standards that have been established. The school wide implementation of these strategies allows our students to feel comfortable and safe while giving our teachers and their classrooms the structure needed to effectively teach.

2. Reading curriculum.

The reading program is designed with three phases: the developmental phase or "learning to read," the functional phase or "reading to learn," and the recreational phase or "loving to read." All day every day kindergarten is the developmentally appropriate setting to begin learning to read by using phonics and phonemic awareness. The kindergarten program takes into consideration each child's unique growth pattern and learning style. Children are actively involved in their learning as the Letter People come to life and form words. The students are assessed through performance and work samples.

The Harris-Lake Park Student Achievement in Reading with Technology (StART) program promotes accountable reading practices and fosters motivation to read through the use of technology and computerized assessment. The StART program incorporates the computerized management systems of SuccessMaker™, Accelerated Reader™, and S.T.A.R.™. The programs provide individualized, diagnostic reports that measure student achievement and provide daily feedback to students, parents, and teachers on student reading progress. The StART program is an exemplary literature and technology-based reading program because it increases accountable reading practice, gives teachers immediate assessment reports and management tools, increases fluency in student reading ability, and motivates students to become life-long readers. This is proven by our student achievement results. StART has successfully balanced our reading curriculum by increasing practice with existing reading instruction.

The StART program recognizes three stages of reading practice: Read To, Read With, and Independent Reader.

- •Students have a choice in book selection and use their individualized Zone to guide their decision.
- •Students have a fixed amount of time set aside to read.
- •Reading is literature based.
- •Students are given individual reading goals.
- •Students read books and take computerized Accelerated Reader™ tests.
- •Teachers provide reports for parents and students on achievement goals.

Students reading at the appropriate level have resulted in an increase in the number of books per student from 24 in 1994 to 140 in 2003. The StART program gives teachers the vital information they need to get the best results from their curriculum and instructional methods. It provides the data for better decision making, better teaching, and learning.

3. Math curriculum

The math program is systematically designed around the district's standards and benchmarks. It is a step by step approach to developing mathematics concepts and skills. The focus on problem solving and reasoning provides opportunities for the students to demonstrate and apply their understanding. Manipulatives offer a hands on approach to meet the needs of the various learning styles. Calendar math provides an innovative way to start the day with math concepts.

The SuccessMaker™ program Math Concepts and Skills is a multimedia, interactive course that develops and maintains mathematical skills. Every student spends 15 minutes a day on a session that is tailored to fit their knowledge, acquisition rate, and retention. The students have individualized practices in arithmetic and problem solving skills. The course provides student exploration, concept development, and skill practice integrated throughout application and computation strands. The students progress at

their individual rate. The management system uses decision-making algorithms that continually assess student performance. The system builds a profile of student achievement with performance data, which the teacher analyzes through the multiple reports.

The importance of learning basic mathematics facts is taking place at all grade levels. Every year students work to memorize the math facts appropriate to their grade and race the clock to show their mastery. Their success is celebrated in various ways from a certificate of achievement to a sundae party.

This practical approach to math provides our students with an environment to develop to their potential and fulfill the mission of our school.

4. Instructional methods to improve student learning.

The first prerequisite to learning is a safe and orderly environment, where students feel secure. The positive student management system used at Harris-Lake Park is extremely effective. If we want a certain behavior, we need to teach it! The first day of school, all students are taught correct classroom, bus, and recess behavior. The proper behavior is modeled and taught in detail. Whenever students are not displaying appropriate actions, they are retaught the correct behavior. The consistency of this program has yielded remarkable results in eliminating misbehavior and increasing time on task. Time is managed to facilitate learning. Students are given a task and put "on the clock" to increase productivity. Expectations for the students are clear, with the agenda for the day and the objective for the lesson clearly posted. Effective questioning techniques use wait time and wait time extended, where all students are involved with answering the question by sharing the answer with a partner. Varieties of learning approaches are utilized to encompass all students' abilities. Students are actively involved in learning which is relevant, hands-on, concept-based, cooperative, interactive, integrated across subject matter lines, and assessed by performance and work samples. Data is used to individualize goals and instruction to be responsive to individual differences in abilities and interests.

5. Professional development program and its impact on improving student achievement.

Professional development is approached by identifying the needs of our district and the challenges of education today. Research based strategies provide the staff with meaningful and practical methods for time management, improved planning and organization, consistent and positive classroom management, and proven instructional techniques and skills. We have implemented a district and building approach to staff development where teachers have received training in cooperative learning, mastery teaching, whole language, mastery learning, and essential elements of effective teaching. Peer coaching is an integral part of our professional development, where teachers assist colleagues in instructional skills. They observe each other four times a year focusing on a new skill, and they have monthly meetings to discuss how utilizing that skill is improving their effectiveness. They demonstrate their expertise for their colleagues and brainstorm about ways to enhance learning opportunities. Working together as a team has provided a unified approach to change and has given the support necessary to make the change. This professional development supports "best teaching practice" and translates into improved student learning in all areas.

PART VII - ASSESSMENT RESULTS

Iowa Tests of Basic Skills
4th Grade Reading Comprehension Test

Grade 4

Test Iowa Tests of Basic Skills

Edition/publication year 1993/2000 Publisher Riverside Publishing Company

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from the testing. All students enrolled participated in the testing. Student scores are excluded from being reported out if they do not meet the state Full Academic Year of attendance requirement.

Number excluded from results 1 Percent excluded 4.35%
The one student excluded from the test results enrolled in our school district the week before the testing. The student's reading comprehension score was in the proficient range.

Iowa Tests of Basic Skills 4th Grade Reading Comprehension Performance Levels and Descriptors:

•**Partially Proficient (1 – 40%)** – Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either nonliteral language or information in new contexts. Rarely can determine a selection's main idea or analyze its style and structure.

•**Proficient (41-89%)** – Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main ideas and analyze its style and structure.

•**Advanced (90 – 99%)** – Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language or information in new contexts, and can determine a selection's main ideas and analyze its style and structure.

Iowa Tests of Basic Skills
4th Grade Reading Comprehension Test

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	November 2003	November 2002	November 2001	February 2001	January 2000	January 1999
SCHOOL SCORES						
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	100%	95%	95%	80%	73%	78%
% At Advanced (90%-99%)	14%	42%	43%	15%	3%	22%
Number of students tested	23	19	22	20	33	24
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded[1]	1	0	1	0	1	1
Percent of students excluded	4.35%	0%	4.55%	0%	3.03%	4.17%
SUBGROUP SCORES[2]						
1.Male						
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	100%	100%	100%	92%	59%	67%
% At Advanced (90%-99%)	17%	50%	29%	23%	5%	9%
Number of students tested	12	10	7	13	22	12
2.Females						
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	100%	89%	93%	57%	100%	91%
% At Advanced (90%-99%)	10%	33%	50%	0%	0%	36%
Number of students tested	10	9	14	7	10	11
STATE SCORES[3]	2001-03	2000-02	1999-01	1998-00	1997-99	1996-98
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	76%	69%	68%	68%	69%	70%
% At Advanced (90%-99%)	19%	15%	14%	14%	15%	16%

[1]Students excluded from the scores did not meet a Full Academic Year state requirement.
[2]Other subgroups do not comprise sufficient numbers to be statistically significant.
[3]State scores reported as biennium.

Iowa Tests of Basic Skills
Math Total

Grade 4

Test Iowa Tests of Basic Skills

Edition/publication year 1993/2000 Publisher Riverside Publishing Company

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from the testing. All students enrolled participated in the testing. Student scores are excluded from being reported out if they do not meet the state Full Academic Year of attendance requirement.

Number excluded from results 1 Percent excluded 4.35%
The one student excluded from the test results enrolled in our school district the week before the testing. The student's math score was in the partially proficient range.

Iowa Tests of Basic Skills 4th Grade Math Total Performance Levels and Descriptors:

•**Partially Proficient (1 – 40%)** – Sometimes can understand math concepts, but seldom is able to solve word problems. Rarely is able to use estimation methods or interpret data from graphs or tables.

•**Proficient (41-89%)** – Usually can understand math concepts and solve word problems. Sometimes is able to use estimation methods and usually can interpret data from graphs and tables.

•**Advanced (90 – 99%)** – Understands math concepts, solves word problems, and often is able to use estimation methods. Can interpret data from graphs and tables.

Iowa Tests of Basic Skills
4th Grade Math Total

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	November	November	November	February	January	January
SCHOOL SCORES						
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	100%	95%	100%	95%	91%	74%
% At Advanced (90%-99%)	41%	42%	52%	55%	13%	17%
Number of students tested	23	19	22	20	33	24
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded[1]	1	0	1	0	1	1
Percent of students excluded	4.35%	0%	4.55%	0%	3.03%	4.17%
SUBGROUP SCORES[2]						
1.Male						
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	100%	100%	100%	92%	91%	75%
% At Advanced (90%-99%)	58%	50%	57%	31%	18%	8%
Number of students tested	12	10	7	13	22	12
2.Females						
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	100%	89%	100%	100%	90%	73%
% At Advanced (90%-99%)	20%	33%	50%	43%	10%	27%
Number of students tested	10	9	14	7	10	11
STATE SCORES[3]						
% At or Above Partially Proficient (1%-40%)	100%	100%	100%	100%	100%	100%
% At or Above Proficient (41%-89%)	75%	73%	72%	71%	71%	73%
% At Advanced (90%-99%)	19%	16%	16%	15%	15%	16%

[1]Students excluded from the scores did not meet a Full Academic Year state requirement.
[2]Other subgroups do not comprise sufficient numbers to be statistically significant.
[3]State scores reported as biennium.